

Grade Four SOL's

Music: Performance and Production

- 4.2 The student will notate and perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests, using body percussion, voice, pitched instruments, or non-pitched instruments.**
Notate the motive from Beethoven Symphony No. 5, Mvmt. I and have the students perform it on different instruments
- 4.3 The student will notate and perform melodies from the treble staff, using traditional notation.**
1. Identify melodic movement as step, leap, or repeat.
Have the students listen to the pieces and identify the melodic movement of the main theme in each. Have them notate the melodies.
- 4.4 The student will respond to music with movement.**
1. Perform choreographed and non-choreographed movements.
Have the students move to the music as you listen to it, either before or after the concert. Also, create movements for them to learn to the music as you listen to it.
2. Use body percussion.
Improvise body percussion as you listen to the CD's.
- 4.7 The student will create music through a variety of experiences.**
1. Improvise simple melodic and rhythmic accompaniments.
Have the students improvise accompaniments to the music on the CD.
3. Create movement to illustrate meter and form.
Have the students move to the meter of each excerpt on the CD

Music: Cultural Context and Music Theory

- 4.8 The student will identify rondo form.**
Beethoven's Violin Concerto, Mvmt. III is in Rondo form – a recording of it is included on the demo CD.
- 4.9 The student will recognize dynamic markings and interpret them in performance.**
Have the students identify the dynamic changes in the music as you listen to the CD's.
- 4.10 The student will identify instruments from various music ensembles, including instruments from other cultures, using sight and sound.**
Most of the instruments that will be used in the concert are western classical instruments.
- 4.11 The student will identify the function of the top and bottom numbers of a meter signature involving 2, 3, and 4 beats.**
Go through each piece with your students and discuss the meter used by Beethoven.
- 4.12 The student will distinguish between major and minor tonality.**
Go through each piece with your students and discuss the tonality used by Beethoven.
- 4.13 The student will use music terminology to describe various styles of music.**
1. Place musical examples into broad categories of style.
There are examples of overture, concerto, symphony and bagatelle.
2. Recognize a composer and a music composition from each of four different periods of music history.
Beethoven's music is considered to bridge between the Classical and Romantic eras.

Music: Judgment and Criticism

- 4.14 The student will exhibit respect for the contributions of self and others in a music setting.**
2. Contribute to a group effort of listening to music.
Listen to the CD and attend the concert
3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
Use the field trip to the concert as a way to talk about good citizenship, working together as a team, good behavior, etc....

Music: Aesthetics

- 4.15 The student will compare the relationships between music and other disciplines.**
Geography - Use a map to help the students find places that were important in Beethoven's life.
Politics – Discuss the social and political situations in Beethoven's time.

English: Oral Language

- 4.1 The student will use effective oral communication skills in a variety of settings**
Following the concert, have the students engage in small group discussions of the music and concert experience
- 4.2 The student will make and listen to oral presentations and reports.**
Following the group discussions, have each group report to the class as a whole.
- 4.3 The student will read fiction and nonfiction with fluency and accuracy.**
Read the program booklet to cover these goals.
- 4.5 The student will read and demonstrate comprehension of nonfiction.**
Read the program booklet to cover these goals.
- 4.6 The student will demonstrate comprehension of information resources to research a topic.**
Use the concert experience as an impetus for formulating questions and continuing further research about Beethoven's life and music, or other topics related to the program such as deafness, alcoholism, etc....

English: Writing

- 4.7 The students will write effective narratives, poems, and explanations.**
Have each student write a paper or a poem about Beethoven and his music.
- 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.**
Partner the students and have them proofread each other's papers.

Health: Knowledge and Skills

- 4.2 The student will develop the skills necessary for coping with difficult relationships.**
Discuss Beethoven's father's alcoholism and abusive behavior, Beethoven's ways of dealing with these, as well as other solutions for similar situations.
- 4.4 The student will describe and evaluate the effects of alcohol inhalants, tobacco, and other drug use on self, family, and community.**
Use Beethoven's father as a lead into a discussion on these topics.
- 4.7 The student will understand the importance of communicating with family about personal and community health issues**
Use the story of Beethoven's life to initiate a discussion of these topics, comparing the awareness and resources available for kids today that did not exist in Beethoven's time.

Grade Five

Music: Performance and Production

- 5.2 The student will notate and perform rhythmic patterns that include sixteenth notes, a dotted eighth followed by a sixteenth note, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests, using body percussion, voice, pitched instruments, or non-pitched instruments.**
Notate the motive from Beethoven Symphony No. 5, Mvmt. I and have the students perform it on different instruments
- 5.3 The student will notate and perform melodies from the treble staff, using traditional notation.**
1. Use voice or instruments.
Write out the melody for some of the pieces and have the students sing the melodies or play them on instruments.
- 5.4 The student will respond to music with movement.**
1. Perform choreographed and non-choreographed movements.
Have the students move to the music as you listen to it, either before or after the concert. Also, create movements for them to learn to the music as you listen to it.
3. Use body percussion.
Improvise body percussion as you listen to the CD's.
- 5.6 The student will create music through a variety of experiences.**
1. Improvise melodies and rhythms of increasing complexity.
Have the students improvise accompaniments to the music on the CD.
2. Create movement to illustrate meter and form.
Have the students move to the meter of each excerpt on the CD.
3. Compose short melodic or rhythmic phrases within specified guidelines.
Have the students improvise accompaniments to the music on the CD.

Music: Cultural Context and Music Theory

- 5.8 The student will use music terminology to describe music performances and compositions.**
Have the students use musical terminology to describe what they hear on the CD and at the concert – have them write about the concert after attending it.
- 5.9 The student will identify instruments from various music ensembles, including instruments from other cultures, using sight and sound.**
Most of the instruments that will be used in the concert are western classical instruments, but a few, particularly in the percussion section, are from other cultures originally.
- 5.10 The student will identify the functions of the top and bottom numbers of meter signatures in duple and triple meters.**
Go through each piece with your students and discuss the meter used by the composers.
- 5.11 The student will place music examples into broad categories of style.**
1. Use music terminology to compare and contrast a variety of music styles.
There are examples of overture, concerto, symphony and bagatelle.
2. Explore how vocal style contributes to the quality and enjoyment of musical selections.
Discuss the use of chorus and soloists in Beethoven's Ninth Symphony and listen to the recording of the piece.

5. Recognize a composer and a music composition from each of four different periods of music history.

Beethoven's music is considered to bridge between the Classical and Romantic eras.

Music: Judgment and Criticism

**5.12 The student will exhibit respect for the contributions of self and others in a music setting.
2. Contribute to a group effort of listening to music.**

Listen to the CD and attend the concert

3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.

Use the field trip to the concert as a way to talk about good citizenship, working together as a team, good behavior, etc....

Music: Aesthetics

5.13 The student will compare the relationships between music and other disciplines.

Geography - Use a map to help the students find places that were important in Beethoven's life.

Politics – Discuss the social and political situations in Beethoven's time.

English: Oral Language

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

Have the students engage in a group discussion about the performance and the material they learn about Beethoven. Include as part of the discussion a comparison of music and poetry. Also discuss what scientific developments lead to the creation of the metronome.

5.2 The student will use effective nonverbal communication skills.

Have each student present orally to the class (5.3) what they learned about Beethoven and monitor these skills during the presentation.

5.3 The students will make planned oral presentations.

As described in 5.2, have each student present orally to the class what they learned about Beethoven.

5.4 The student will read fiction and nonfiction with fluency and accuracy.

Read the program booklet to cover these goals.

5.6 The student will read and demonstrate comprehension of nonfiction.

Read the program booklet to cover these goals.

5.7 The student will demonstrate comprehension of information from a variety of print resources.

Use the concert experience as an impetus for formulating questions and continuing further research about Beethoven's life and music, or other topics related to the program such as deafness, alcoholism, etc....

English: Writing

5.8 The students will write for a variety of purposes: to describe, to inform, to entertain, and to explain.

Have each student write about Beethoven and his music, and pick the type of writing you think most beneficial for your students to do.

- 5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.**

Partner the students and have them proofread each other's papers.

Health: Knowledge and Skills

- 5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships.**

After learning about Beethoven's life, ask the students to describe some of the ways they would have handled the hardships he faced and how they might help a friend who was in the same difficult situations.

- 5.3 The student will analyze the risks associated with dependence on and addiction to alcohol, tobacco, inhalants and other drugs.**

Use the story of Beethoven's life to initiate a discussion of these topics, including the effects Beethoven's father's alcoholism and abusive behaviors had on Beethoven and the rest of his family.